



*Getting Ready*

## Montana Common Core Standards and Assessments

Announcing the adoption and transition to  
**Montana Common Core Standards and Assessments**  
 by the Montana Board of Public Education  
 on **November 4, 2011.**

The Montana Office of Public Instruction will provide on-going information, training and resources.

Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>

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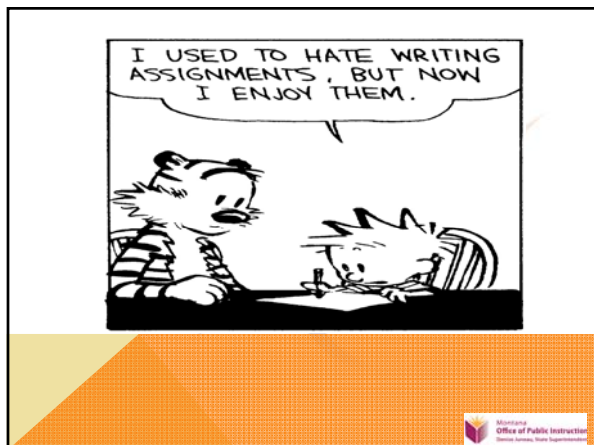
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I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM.

Montana Office of Public Instruction  
 Better Learning. Better Opportunities.

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### OUTCOMES

- Explore the expectations of MCCS for writing grade K-5
- Argument
- Informational/Expository Writing
- Persuasion
- Review exemplars of writing from appendix C
- Discuss Writing Process and ideas for implementing writing in your classroom
- Share resources

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### K-5 WRITING THE MONTANA COMMON CORE STANDARDS

Distribution of Communicative Purposes by Grade  
in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*, pre-publication edition. Iowa City, IA: AECT, Inc.

MCCS p. 5




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### COLLEGE AND CAREER READINESS ANCHOR STANDARDS- WRITING

← Strand

**Text Types and Purposes\*** ← Topic

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

← Standard




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### CCR ANCHOR STANDARDS – WRITING K-12

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.




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## CCR ANCHOR STANDARDS – WRITING K-12

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.




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## PERSUASION

When writing to **persuade**, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience.

Appendix A p. 24




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## ARGUMENT

A logical **argument** convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer.

Appendix A p. 24




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**The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.**

Appendix A p. 24




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#### **INFORMATIONAL/EXPLANATORY WRITING**

**Informational/explanatory** writing conveys information accurately. This kind of writing serves one or more closely related purposes:

- to increase readers' knowledge of a subject,
- to help readers better understand a procedure or process
- to provide readers with an enhanced comprehension of a concept.



**To produce this kind of writing, students draw from what they already know and from primary and secondary sources.**

Appendix A p. 23

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#### **NARRATIVE WRITING**

**Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.**

Appendix A p. 23




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# CREATIVE WRITING BEYOND NARRATIVE

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Appendix A p. 23



## Student Sample: Grade 6, Argument

This argument was written as homework after a class in which grade 6 students viewed a movie titled *Benchwarmers* and discussed how movie writers and producers promote smoking. The letter is addressed to the producer of a film in which smoking appears.

Dear Mr. Sandier,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, *Benchwarmers*, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? Did you think that would make him look older? It did neither of those things. As a matter of fact, I think it made him look stupid and not very cool. Especially when he put out a cigarette on his tongue.

If I were producing a movie, I would want my characters to be strong, healthy and smart. I would not have any smokers in my movies for many reasons. The first reason is it sets a bad example for children. An estimated 450,000 Americans die each year from tobacco related disease. In fact, tobacco use causes many different types of cancers such as lung, throat, mouth, and tongue. Another reason not to promote smoking is it ages and wrinkles your skin. Who wants to look 75 if you are only 60? It turns your teeth yellow and may lead to gum disease and tooth decay. Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes. I can think of better things to spend money on.

So Mr. Sandier, I urge you to take smoking out of all future movies you produce. Instead of having your characters smoke have them do healthy things. That will set a positive influence for children instead of poisoning their minds. Thanks for reading my letter. I hope you agree with my opinion.

Sincerely,

P.S. I love your Chanukah song.

6th Grade	
Montana Common Core Writing Standards (W.6.)	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
d. Establish and maintain a formal style.	
e. Provide a concluding statement or section that follows from the argument presented.	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
e. Establish and maintain a formal style.	
f. Provide a concluding statement or section that follows from the information or explanation presented.	

19	W.6.3	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
20	W.6.3a	a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
21	W.6.3b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
22	W.6.3c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
23	W.6.3d	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
24	W.6.3e	e. Provide a conclusion that follows from the narrated experiences or events.
25	W.6.4	<b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above).
26	W.6.5	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 6.)
27	W.6.6	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
28	W.6.7	<b>Research to Build and Present Knowledge</b> 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. <u>Include sources and/or topics by and about American Indians.</u>
29	W.6.8	8. Gather relevant information from multiple <u>print</u> and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
30	W.6.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").
31	W.6.9a	b. Apply <i>grade 4 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
32	W.6.9b	
33	W.6.10	<b>Range of Writing</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Student Sample: Grade 7, Argument

This argument was produced for an on-demand assessment. Students were asked to write a letter to their principal about a plan to install video cameras in the classroom for safety reasons. The abbreviated time frame of the assessment (and the consequent lack of opportunity to perform research and revise) explains the absence of information from sources and possibly also the occasional errors.

#### Video Cameras in Classrooms

You are seated in class as your teacher explains and points things out on the whiteboard. You twitch your hand, accidentally nudging your pencil, which rolls off your desk and clatters to the floor. As you lean over to pick up your pencil, your cell phone falls out of your coat pocket! Luckily you catch it without your teacher seeing, but it is in plain view of the video camera's shiny lens that points straight at you. The classroom phone rings, and after a brief conversation, your teacher walks over to your desk and kneels down beside you. "About that cell phone of yours..." How did that get you in trouble? How could it possibly be a good idea to put cameras in classrooms?

When students are in their classrooms, teachers are in the classroom too, usually. But when a teacher goes out of the classroom, what usually happens is either everything goes on as usual, or the students get a little more talkative. Cameras aren't there because people talk a lot. It is the teacher's job to keep people quiet. If something horrible happened, somebody in class would usually report it, or it would just be obvious to the teacher when he came back that something had happened.

If we already have cameras in the halls, why spend the money to get thirty more cameras for all the different classrooms? Our school district already has a low budget, so we would be spending money on something completely unnecessary. There hasn't been camera-worthy trouble in classrooms. Camera-worthy trouble would be bad behavior every time a teacher left the room. There is no reason to install cameras that might just cause trouble, both for the students and for the budget.

Different students react differently when there is a camera in the room. Some students get nervous and flustered, trying hard to stay focused on their work with a camera focused on them. 90% of students claim that they do better work when they are calmer, and cameras are not going to help. Other students look at cameras as a source of entertainment. These students will do things such as wave at the camera, make faces, or say hi to the people watching through the camera. This could be a big distraction for others who are trying to learn and participate in class. Still other students will try to trick the camera. They will find a way to block the lens or do something that the camera will not be likely to catch. All of these different students will be distracted by the cameras in their classrooms.

Instead of solving problems, cameras would cause the problems. That is why I disagree with the idea to put cameras in classrooms. This plan should not be put to action.

7th Grade		Montana Common Core Writing Standards (W.7.)	Montana Common Core Standards and Assessments
		<b>Text Types and Purposes</b>	
W.7.1	1.	Write arguments to support claims with clear reasons and relevant evidence.	
W.7.1a	a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
W.7.1b	b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including <u>print</u> sources, and demonstrating an understanding of the topic or text.	
W.7.1c	c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
W.7.1d	d.	Establish and maintain a formal style.	
W.7.1e	e.	Provide a concluding statement or section that follows from and supports the argument presented.	
W.7.2	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.7.2a	a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W.7.2b	b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
W.7.2c	c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
W.7.2d	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.7.2e	e.	Establish and maintain a formal style.	
W.7.2f	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	



W.7.3	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	<b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
W.7.5	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.6	

	<b>Research to Build and Present Knowledge</b>
W.7.7	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.
W.7.8	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9a	a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
W.7.9b	b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.7.10	<b>Range of Writing</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	<b>Student Sample: Grade 8, Informative/Explanatory</b>
	This analysis of a work of literature was completed as a homework assignment for an English class.
	<b>The Old Man and the Sea</b>
	In the book <i>The Old Man and the Sea</i> , Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago's prize fish is completely devoured by sharks that he returns home to the village scorned and the safety of Manolin's trust. His suffering and loss compound, we can see that Hemingway's quote "a man can be destroyed but not defeated" offers a key insight into Santiago's life.
	As the story begins, we learn that Santiago has gone <b>40</b> days straight without catching a fish. Young Manolin's parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. Santiago and Manolin are deeply saddened by this news, but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks "maybe today, every day is a new day" (pg. 32), and prepares to catch the biggest fish of his life. This shows that even though almost all of Santiago's acquaintances feel that his fishing career is over, he sees it about to reach its all time high. Though he knows he is physically older and weaker than most of his fellow fishermen, he refuses to let their opinions and stereotypes destroy his confidence and determination.
	As the story progresses, Hemingway presents an even more vivid picture of Santiago refusing to be destroyed by the forces that threaten to defeat him. Even after he accomplishes the difficult task of hooking the giant Marlin, he finds his skiff being dragged by the fish for over two days. Living in the small boat is no easy task for Santiago, and soon injury and suffering seem to take over his entire body. His back is sore from sitting so long against the stiff wood, his face is cut from faling hooks, his shoulders ache, and his eyes have trouble focusing. Most difficult to endure though is the terrible condition in which he finds his hands. The left one is weakened from a period of being tightly cramped, and both are extremely mutilated from the burn of the moving fishing line. It would have been so much easier for Santiago to simply give up and release the fish, yet he knows that if he endures a little longer, victory will be his. Even when it seems he has no effort left, Santiago promises himself "I'll try it again." (pg. 43) This is Santiago's real inner determination coming through. He has encountered so many obstacles during the past few days, yet he will not let them defeat his dream of killing the fish. There is no outside force promising a splendid reward if he succeeds, only those that threaten to ridicule him if he is destroyed. Santiago is working solely on his own desire to fulfill his dream and prove to himself that, although his struggles may cost him his life, he can accomplish even the seemingly impossible.

After three long days and nights, Santiago's determination pays off, and at last he manages to catch and kill the Marlin. It is only a very short time that he has to relish in his triumph though, for a few hours later vicious sharks begin to destroy the carcass of the great fish. For hours, Santiago manages to ward them off, but this time it is not he who wins the final battle. Spirits low and pain at an all time high, Santiago returns to the village, towing behind him only the bare skeleton of a treasure that once was. It seems as though Santiago is ready to just curl up and die, and indeed he has reason to feel this way. Yet as he rests alone and talk with Manolin, we see a hint of Santiago's determination, that has characterized his personality throughout the entire story, begin to shine through. Upon reaching home, he begins to make plans with Manolin about future adventures they will have together. Hemingway tells us that Santiago, in his youth, had loved to watch the majestic lions along his home on a white sand beach in Africa, and he still returns to those dreams when searching for contentment. That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed "dreaming about the lions." (pg. 127)

This is perhaps the truest test of how much courage and determination a person has. If even when they have suffered the biggest defeat of their life, they are able to look to the future and realize the wonderful things they still possess. Though the forces of nature and time destroyed Santiago's prize fish, he refuses to let that fact ruin the rest of his life. No one can take away his love for Manolin or memories of what once was, and because of this, no one can ever truly defeat Santiago.

☺ In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway's quote "a man can be destroyed but not defeated" truly does display the amount of determination that Santiago shows throughout his life.

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**1 8th Grade**

**2 Montana Common Core Writing Standards (W.8.)** **Montana Common Core Standards and Assessments**

**3**

**4 Text Types and Purposes**

**5 W.8.1** 1. Write arguments to support claims with clear reasons and relevant evidence.

**6 W.8.1a** a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**7 W.8.1b** b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.

**8 W.8.1c** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**9 W.8.1d** d. Establish and maintain a formal style.

**10 W.8.1e** e. Provide a concluding statement or section that follows from and supports the argument presented.

**11 W.8.2** 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**12 W.8.2a** a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**13 W.8.2b** b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**14 W.8.2c** c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**15 W.8.2d** d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**16 W.8.2e** e. Establish and maintain a formal style.

**17 W.8.3** 3. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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**18 W.8.3** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**19 W.8.3a** a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**20 W.8.3b** b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**21 W.8.3c** c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

**22 W.8.3d** d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**23 W.8.3e** e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**24 Production and Distribution of Writing**

**25 W.8.4** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above).

**26 W.8.5** 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**27 W.8.6** 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**28 Research to Build and Present Knowledge**

**29 W.8.7** 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.

**30 W.8.8** 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**31 W.8.9** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**32 W.8.9a** a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

**33 W.8.9b** b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**34 Range of Writing**

**35 W.8.10** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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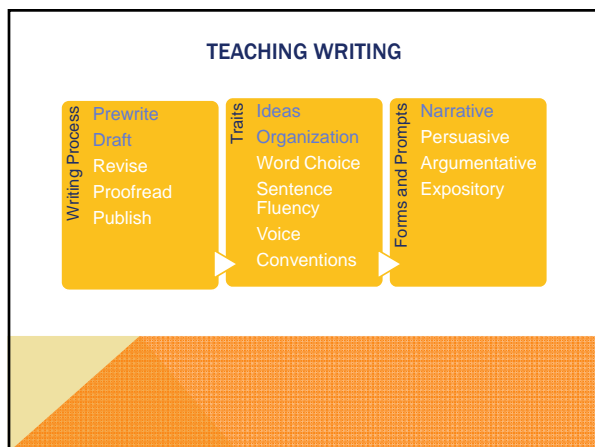
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### IDEAS

- What is my message?
- Is my message clear?
- Did I try hard to make it interesting?
- Do I have enough information?

### WORD CHOICE

- Have I used some words that I really love?
- Can my reader tell what my words mean?
- Have I used any NEW words?
- Did I try not to repeat words too many times?

### VOICE

- Do I really like this paper?
- Does this writing sound like me?
- How do I want my readers to feel?
- My favorite part is \_\_\_\_\_

### ORGANIZATION

- How does my paper begin?
- Did I tell things in order?
- Does everything link to my message?
- How does my paper end?

### SENTENCE FLUENCY

- Did I use sentences?
- Do my sentences begin in different ways?
- Did I use some long and some short sentences?
- Does my paper sound smooth as I know it?

### CONVENTIONS

- Did I leave spaces between words?
- Did I use a title?
- Did I use periods or question marks?
- Did I use capital letters in the right places?
- Is it easy to read my spelling?
- Could another person read my paper?

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/posterspage.htm>

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**RESOURCES**

<http://opi.mt.gov/MontanaCommonCoreStandards>  
[Appendix A- Common Core Standards](#)  
[Appendix B- Common Core Standards](#)

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Montana Common Core  
Standards and Assessments

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